

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (ongoing)

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

(a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.”).

(b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).”).

Other Literacy Goals

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) one grade five topics and texts, building on others’ ideas and expressing their own clearly.

c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d) Review the key ideas expressed and draw conclusions in light on information and knowledge gained from the discussions.

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a) Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.

b) Form and use the perfect (e.g., I had walked; I have walked) verb tenses.

L.5.2: Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing.

a) Use punctuation to separate items in a series.

b) Use a comma to separate an introductory element from the rest of the sentence.

c) Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

d) Use underlining, quotation marks, or italics to indicate titles of works.

e) Spell grade-appropriate words correctly, consulting references as needed.

Fifth Grade Unit 1 Quarter 1 Exploration and American Indians

Social Studies

5.H.1: Analyze the chronology of key events in the United States.

5.H.1.1: Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).

5.G.1: Understand how human activity has and continues to shape the United States.

5.G.1.1: Explain the impact of the physical environment on early settlements in the New World.

5.G.1.3: Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitation.

5.G.1.4: Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

5.C.1: Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

5.C.1.1: Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.

5.C.1.2: Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.

5.C.1.4: Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.

Science

Suggested Connection:

Forces and Motion

Information and Technology Skills

5.IN.1: Analyze appropriate strategies when reading for enjoyment and for information.

5.IN.1.1: Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.

5.IN.1.2: Differentiate strategies when reading various genres.

5.SE.1 : Understand issues related to the safe, ethical, and responsible use of information and technology resources.

5.SE.1.1: Understand the guidelines for responsible use of technology hardware.

5.SE.1.2: Understand ethical behavior (e.g., copyright, not plagiarizing, netiquette) when using resources.

5.SE.1.3: Understand internet safety precautions (e.g., personal information, passwords, etc.).

Fifth Grade Unit 1 Quarter 1 Exploration and American Indians

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Other Literacy Goals

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language/Vocabulary

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academics and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Social Studies

5.H.1: Analyze the chronology of key events in the United States.

5.H.1.2: Summarize the political, economic and social aspects of colonial life in the thirteen colonies.

5.H.2.1 Summarize the contributions of the "Founding Fathers" to the development of our country.

5.H.2.2: Explain how key historical figures have exemplified values and principles of American democracy.

5.H.2.3: Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.

5.G.1: Understand how human activity has and continues to shape the United States.

5.G.1.1: Explain the impact of the physical environment on early settlements in the New World.

5.G.1.4: Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

5.C.1: Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

5.C.1.2: Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.

5.E.1: Understand how a market economy impacts life in the United States.

5.E.1.2: Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.

Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.

Fifth Grade Unit 2 Quarter 2 Colonies and Causes

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably.

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d) Provide a concluding statement or section related to the opinion presented.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Other Literacy Goals

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1: Observe conventions of grammar and usage when writing or speaking.

c) Use verb tense to convey various times, sequences, states and conditions.

d) Recognize and correct inappropriate shifts in verb tense.

e) Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Language/Vocabulary

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 5 read and content, choosing flexibility from a range of strategies.

c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Social Studies

5.H.1: Analyze the chronology of key events in the United States.

5.H.1.3: Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.

5.E.2: Understand that personal choices result in benefits or consequences.

5.E.2.1: Explain the importance of developing a basic budget for spending and saving.

5.E.2.2: Evaluate the costs and benefits of spending, borrowing and saving.

5.C&G.1: Understand the development, structure and function of government in the United States.

5.C&G.1.3: Analyze historical documents that shaped the foundation of the United States government.

Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.

Fifth Grade

Unit 3

Quarter 2

American Revolution and Effects

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e) Provide a conclusion that follows from the narrated experiences or events.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Other Literacy Goals

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

a) Read on-level text with purpose and understanding.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language/Vocabulary

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Fifth Grade

Unit 4

Quarter 3

US Constitution/Bill of Rights/Government

Social Studies

5.C&G.1: Understand the development, structure and function of government in the United States.

5.C&G.1.1: Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).

5.C&G.1.2: Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government.)

5.C&G.1.3: Analyze historical documents that shaped the foundation of the United States government.

5.C&G.2: Analyze life in a democratic republic through rights and responsibilities of citizens.

5.C&G.2.1: Understand the values and principles of a democratic republic.

5.C&G.2.2: Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).

5.C&G.2.3: Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.

5.C&G.2.4: Explain why civic participation is important in the United States.

Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Other Literacy Goals

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on grade five topics and texts, building on others' ideas and expressing their own clearly.

a) Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b) Follow agreed upon rules for discussions and carry out assigned roles.

Language/Vocabulary

L.5.5: Demonstrate understanding of figurative language, word relationships and nuances and word meanings.

a) Interpret figurative language, including similes and metaphors, in context.

b) Recognize and explain the meaning of common idioms, adages, and proverbs.

Writing

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

e) Provide a conclusion that follows from the narrated experiences or events.

W.5.4: Produce clear and coherent writing in which the

development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Information and Technology Skills

5.SI.1 : Apply criteria to determine appropriate information resources for specific topics and purposes.

5.SI.1.1: Use various types of resources to gather information (including print and online media).

5.SI.1.2: Use relevant sources of information for an assigned task.

5.SI.1.3: Use reliable sources of information.

5.TT.1 : Use technology tools and skills to reinforce and extend classroom concepts and activities.

5.TT.1.1: Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

5.TT.1.2: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

5.TT.1.3: Use technology tools to present data and information (e.g., multimedia, audio and visual recording, online collaboration tools, etc.).

5.RP.1 : Apply a research process as part of collaborative research.

5.RP.1.1: Implement a research process by collaborating effectively with other students.

Fifth Grade Unit 5 Quarter 3 *Playing with Words*

Reading

RL.5.1/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably.

RL.5.10/RI.5.10: By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.

Other Literacy Goals

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.

a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Writing

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e) Provide a concluding statement or section related to the information or explanation presented.

W.5.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Fifth Grade Unit 6 Quarter 4 Civil War and Reconstruction

Social Studies

5.H.1: Analyze the chronology of key events in the United States.

5.H.1.3: Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.

5.G.1: Understand how human activity has and continues to shape the United States.

5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.

5.G.1.3: Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.

5.G.1.4: Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

5.C.1: Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

Teachers are encouraged to guide students in drawing parallels between contemporary issues and their historical origins.

Science

Forces and Motion

5.P.1: Understand force, motion and the relationship between them.

5.P.1.1: Explain how factors such as gravity, friction, and change in mass affect the motion of objects.

5.P.1.2: Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.

5.P.1.3: Illustrate the motion of an object using a graph to show a change in position over a period of time.

5.P.1.4: Predict the effect of a given force or a change in mass on the motion of an object.

Matter, Properties and Change

5.P.2: Understand the interactions of matter and energy and the changes that occur.

5.P.2.1: Explain how the sun's energy impacts the processes of the water cycle (including, evaporation, transpiration, condensation, precipitation and runoff).

5.P.2.2: Compare the weight of an object to the sum of the weight of its parts before and after an interaction.

5.P.2.3: Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

Energy: Conservation and Transfer

5.P.3: Explain how the properties of some materials change as a result of heating and cooling.

5.P.3.1: Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation)

5.P.3.2: Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.

Fifth Grade Science Content

Science

Earths Systems, Structures and Processes

5.E.1: Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

5.E.1.1: Compare daily and seasonal changes in weather conditions including wind speed and direction, precipitation, and temperature) and patterns.

5.E.1.2: Predict upcoming weather events from weather data collected through observation and measurements.

5.E.1.3: Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

Science

Structures and Functions of Living Organisms

5.L.1: Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.

5.L.1.1: Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.

5.L.1.2: Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

Fifth Grade Science Content

Science

Ecosystems

5.L.2: Understand the interdependence of plants and animals with their ecosystem.

5.L.2.1: Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands).

5.L.2.2: Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).

5.L.2.3: Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

Science

Evolution and Genetics

5.L.3: Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.

5.L.3.1: Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.

5.L.3.2: Give examples of likenesses that are inherited and some that are not.

Fifth Grade Science Content

Healthful Living

5.MEH.1: Apply positive stress management strategies.

5.MEH.1.1: Implement positive stress management strategies.

5.MEH.1.2: Evaluate the effectiveness of stress management strategies.

5.MEH.2: Understand help-seeking strategies for depression and mental disorders.

5.MEH.2.1: Interpret feelings of depression and sadness as normal responses to loss.

5.MEH.2.2: Summarize how to seek assistance from reliable resources for depression and sadness.

5.PCH.1: Understand wellness, disease prevention, and recognition of symptoms.

5.PCH.1.1: Explain the influence of personal values on health behaviors.

5.PCH.1.2: Design a personal action plan for sufficient rest and sleep.

5.PCH.2: Analyze health products and sources of health information.

5.PCH.2.1: Recognize dependable resources for health information.

5.PCH.2.2: Differentiate between safe and unsafe products.

5.PCH.3: Apply measures for cleanliness and disease prevention.

5.PCH.3.1: Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.

5.PCH.3.2: Carry out activities that avoid harmful effects of the sun

5.PCH.4: Understand body systems and organs, functions, and their care.

5.PCH.4.2: Summarize the functions of the organs which make up the digestive system.

5.PCH.4.3: Interpret the relationship between and among the vessels and organs of the circulatory system.

5.ICR.1: Understand healthy and effective interpersonal communication and relationships.

5.ICR.1.1: Illustrate the dangers of communicating with unknown individuals.

5.ICR.1.2: Summarize things you can do to seek assistance when encountering a stranger.

5.ICR.1.3: Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.

5.ICR.1.4: Summarize how to solve problems and resolve conflict without avoidance or violence.

5.ICR.2: Analyze the changes and influences that occur during puberty and adolescence.

5.ICR.2.1: Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.

5.ICR.2.2: Differentiate between accurate and inaccurate sources of information about puberty and development.

5.ICR.2.3: Summarize the functions of the male and female reproductive systems.

5.ICR.2.4: Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.

5.ICR.2.5: Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

55.NPA.1: Apply tools (MyPlate) to plan healthy nutrition and fitness.

5.NPA.1.1: Use MyPlate to make healthy choices of foods and beverages.

5.NPA.1.2: Use recommendations in MyPlate to increase physical activity.

5.NPA.2: Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

5.NPA.2.1: Summarize the influences of family, culture, and the media on food choices.

5.NPA.2.2: Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

5.NPA.3: Understand the benefits of nutrition and fitness to disease prevention.

5.NPA.3.1: Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.

5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.

5.NPA.3.3: Summarize normal weight gain and body changes during puberty.

5.ATOD.1: Understand health risks associated with use of alcohol.

5.ATOD.1.1: Explain the short-term and long-term effects of alcohol abuse.

5.ATOD.1.2: Explain the effects of alcohol abuse on others.

5.ATOD.2: Understand why people use alcohol.

5.ATOD.2.1: Explain possible internal and external influences to use alcohol.

5.ATOD.2.2: Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.

5.ATOD.3: Apply risk reduction behaviors to protect self and others from alcohol use.

5.ATOD.3.1: Use refusal skills to resist the pressure to experiment alcohol and other drug use.

5.ATOD.3.2: Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.

Fifth Grade Healthful Living Content